



# THE INFLUENCE OF SCHOOL CULTURE, CLASSROOM CLIMATE AND BOARDING SCHOOL PROGRAM ON STUDENT DISCIPLINE AT MAN 3 PALEMBANG

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## ABSTRACT

This study aims to determine the influence between school culture, classroom climate and boarding school program on student discipline at MAN 3 Palembang. Sample technique used is saturated samples or all members of the population were taken all of the 316 students in class X. Data collection is done through giving questionnaires to students. Data analysis is done through categorization test and hypothesis test through simple regression test and multiple regression. The results showed that 1) there is significant influence of school culture on student discipline attitude MAN 3 Palembang. With a contribution of 17.9%; 2) there is significant influence of classroom climate on student discipline attitude of MAN 3 Palembang with contribution of 56.6%; 3) there is significant influence of boarding school program on student discipline attitude MAN 3 Palembang with contribution of 2.0%; and 4) there is a significant joint influence between school culture, classroom climate and boarding school program on student discipline attitude of MAN 3 Palembang. Overall, these three variables contributed 76.5% to students' disciplinary attitude so that there are 23.5% other factors that influence student discipline attitude MAN 3 Palembang.

**KEYWORDS:** School culture, Climate class, Boarding school program, discipline.

## INTRODUCTION:

One of the efforts to improve the quality of education in Indonesia is the formation of citizen character. Character building efforts are reinforced by government programs through the Ministry of Education and Culture in 2016 to form the Character Education Reinforcement Movement (PPK). The five main values include the value of mutual cooperation, nationalist, religious values, self-value, and integrity value. One of the values of focus in this study is the value of discipline which is a sub-value of the value of self-reliance (Kemendikbud, 2017).<sup>10</sup> The importance of discipline to be actualized because of the attitude of discipline to be one indicator to describe the quality of education of a country.

This is shown by the results of PERC research that makes the attitude of discipline to be one indicator of the quality of education of a country. PERC results show that the quality of education in Indonesia is still low category with the 111th position of 175 sample countries. One indicator of the low quality of Indonesian state due to low level of citizen discipline. Therefore, efforts to shape citizen discipline become an important part of achieving the goals of national education.

The attitude of discipline in question is obedient and orderly behavior can be inherent and become a habit to form consciousness itself in doing something (Albertus, 2012).<sup>1</sup>

In general there are two factors forming the attitude of discipline that is internal and external factors. One of the external factors studied in this research is the school factor that is still considered the parent as the most appropriate place in shaping the character of one of the only discipline. This is because the school has a program that is more effective and efficient so it is planned in the formation of the expected character.

The establishment of discipline through Sekolahpun is supported by various aspects. Aspects of supporting the establishment of discipline can be done through school culture, classroom climate and boarding school programs. In general, Fathurahman (2012) suggests that some of the supporting aspects of the realization of character education in schools is a) modeling; b) a free and fun education system; c) boarding school system; d) cooperative learning model; e) intelligent, humanist and religious teachers and f) communication.<sup>7</sup> The above description shows that aspects of student discipline in schools are also influenced by various factors.

The results of observations before the research has been done habituation done by teachers such as when every morning the teachers have arrived on time and berpakaian neat, the existence of routine activities and various boarding school programs have been implemented.

The discussion of school culture is very broad not only the environmental aspect but also various other aspects such as ritual activities that have become routine activities in schools, intercomponent relationships within the school environment (socio-cultural), additional activities both intrakurikuler and extracurricular, the policy process taken to form decisions applicable at the school (Hongboontri, 2014; Mansyur 2011).<sup>8,14</sup>

In addition to the classroom climate school culture is also influential. The essence of forming a good classroom climate is the responsibility of teachers by doing various ways ranging from positioning students as learning centers in the learning will build relationships both personal and interpersonal that finally able to form a democratic and attractive class climate so that students feel comfortable during learning.

In general, students will encounter an atmosphere of learning in three types: first an autocratic atmosphere characterized by an authoritarian teacher attitude; secondly, the atmosphere of Laissez-Faire with permissive teacher attitudes and the third atmosphere of a democratic teacher with a real teacher attitude (Moedjiarto, 2000 & Sholah, 1988).<sup>13,16</sup>

In addition, boarding school factors are also assumed to contribute to student discipline at MAN 3 Palembang. Maksudin (2013) and argue that through boarding school, it is more oriented towards the formation of values through physical and non-physical facilities provided by schools.<sup>12</sup>

The description of previous studies shows that school culture, classroom climate and boarding school programs contribute to the formation of disciplinary attitudes. However, the three factors are not known how big influence each factor to student discipline in MAN 3 Palembang. The formulation of research problem include 1) is there any influence of school culture on student discipline attitude in MAN 3 Palembang?; 2) is there any influence of class climate on student discipline attitude in MAN 3 Palembang?; 3) is there any influence of boarding school program in shaping student discipline attitude in MAN 3 Palembang? and 4) is there any influence together with school culture, class climate and boarding school program on student discipline attitude in MAN 3 Palembang?.

## METHOD:

This study uses a comparative type quantitative approach. Which aims to determine whether there is a significant influence between school culture, classroom climate and boarding school programs on student discipline at MAN 3 Palembang. The population of this study amounted to 316 students of class X MAN 3 Palembang. Data collection techniques were done by distributing questionnaires to students.

Data analysis techniques used in the study there are three include 1) descriptive analysis percentage that will be categorized in five categories very good, good, enough, not good and very bad; and 2) hypothesis testing through simple regression analysis and multiple regression analysis.

## RESULTS AND DISCUSSION

### Results:

#### Descriptive Analysis:

Based on the result of categorization test data indicate that students give good category to school culture equal to 37%, it is same with student response to class climate equal to 49.4% and boarding school program equal to 42.7% which is in good category. While the student response to the attitude of discipline is in sufficient category of 51.3%.

**Hypothesis testing:**

Hypothesis test is intended to prove the truth of the hypothesis proposed in this study. Data processing through hypothesis test is done by regression analysis with significance level  $\alpha = 0.05$

The hypothesis is then tested using SPSS 21 for windows and the results are as follows.

1. Sig value indicates 0.000. Because proved significant then  $H_0$  rejected and  $H_a$  accepted thus concluded that there is significant influence of school culture on student discipline attitude MAN 3 Palembang.
2. The sig value shows 0.000. Because it proved significant then  $H_0$  rejected and  $H_a$  accepted thus concluded that there is significant influence of classroom climate on student discipline attitude MAN 3 Palembang.
3. The sig value shows 0.000. Because proved significant then  $H_0$  rejected and  $H_a$  accepted thus concluded that there is significant influence of boarding school program on student discipline attitude MAN 3 Palembang.
4. The significance value of this hypothesis is smaller than the 0.05 significance level of 0.000. Hence it can be concluded that  $H_0$ , which reads "there is no significant joint influence between school culture, class climate and boarding school program on student discipline attitude MAN 3 Palembang" is rejected. Thus  $H_a$ , which reads "there is a significant joint influence between school culture, classroom climate and boarding school program on student discipline attitude MAN 3 Palembang" accepted.

The contribution of each variable to the attitude of discipline is described in the following table.

**Table 1: Contribution of Each Variable to Discipline Attitude**

Variabels	SE	SR
School_Culture	17.9%	23.4%
Classroom_Climate	56.6%	74.0%
Program_Boarding_School	2.0%	2.6%
Total	76.5%	100.0%

From table 1 it can be seen that overall all three variables contribute as much as 76,5%. So it can be concluded that the contribution of variables of school culture influence, classroom climate and boarding school program on student discipline attitude MAN 3 Palembang equal to 76,5%. Thus the remainder of the contribution of the influence of school culture, classroom climate and boarding school programs that amounted to 23, 5% influenced by other factors not examined.

**Discussion:****A. The Influence of School Culture on Student Discipline Attitudes MAN 3 Palembang.**

Based on the results of hypothesis testing it can be concluded that there is significant influence of school culture on student discipline attitude MAN 3 Palembang. The results of this hypothesis test show that school culture gives a significant influence on student discipline attitude. This is because the school culture is the values, beliefs and habits that exist in the school and apply to the citizens of the school. The existence of the cooperation of various parties in the school can build and establish a good school culture in achieving school goals, the school culture can not be separated from the belief and habituation done by the school community in shaping the school culture based on values (Hongboontri & Chaokongjakra 2011; Jurasait & Rex, 2010; Kleinsasser, 2013).<sup>8,9,11</sup>

When viewed from the effective contribution of school culture influence on the attitude of discipline is known at 17.9%. From these data proves that the development of school culture can be implemented by schools by doing habituation. The habituation in accordance with the opinion Wiyani (2012) also suggests that the formation of characters through school culture can do self-development through activities such as a) routine activities; b) spontaneous activity; c) exemplary; d) conditioning.<sup>21</sup>

**B. The Influence Classroom Climate on Student Discipline Attitude MAN 3 Palembang**

The result of the hypothesis test proves the opinion of Wittrock (1986) that the classroom climate should be sought by the teacher in order to be able to build a conducive atmosphere that will give effect in forming self concept, learning motivation and good student academic result.<sup>20</sup>

The importance of class climate is built essentially essentially the result of rules that apply in schools that contain values, beliefs, norms, ideologies, even traditions that are formed in such a way as to be able to achieve common goals (Tarmidi & Wulandari, 2005).<sup>18</sup>

Efforts that can be done by teachers is to establish a democratic learning atmo-

sphere and conducive. This is evidenced from the results of research in regular schools shows that the classroom climate is one of the most important factors in shaping the socio-emotional behavior and motivation of student learning (Thapa, et al, 2013, Beld, et al, 2017, Altat, 2015).<sup>19,4,2</sup>

The description above essentially establishing a good classroom climate is the responsibility of teachers by doing various ways ranging from positioning students as learning centers in the learning will build relationships both personal and interpersonal that finally able to form a democratic and attractive class climate so that students feel comfortable during learning.

**C. The Influence of Boarding School Program on Student Discipline Attitudes MAN 3 Palembang**

The boarding school program with all the advantages of this integrated system has been assumed that the establishment of student discipline will be more effective if done through a boarding school program.

Some of these advantages should be able to support the formation of student discipline attitude MAN 3 Palembang. This is in line with the opinion Purnama (2010) and Maksudin (2013) suggests that the advantages of this system is 1) independent learning. Self-learning is meant here through dormitories, students are trained to be independent in carrying out existing activities; 2) tolerance. Through a dormitory that prioritizes personal and interpersonal relationships make students able to tolerate well because they are used to being in a shared environment; 3) live more regularly. Through this system the students become more organized or categorized able to form discipline attitude because all are well scheduled; 4) there is a companion; 5) the risk of late is very minimal, food is guaranteed and 6) safer and more complete facilities.<sup>15,12</sup>

**D. The Influence of School Culture, Class Climate And Boarding School Program Against Student Discipline Attitudes MAN 3 Palembang**

Essentially the formation of the character of discipline is generally influenced by two main factors namely internal and external factors. both factors also have many supporting aspects. However, the researcher refers to the external factors through schools that comprise aspects of school culture, classroom climate and boarding school programs. The selection of these three aspects refers to the research result of the Fathurahman Research (2012) which is entitled "Model of the Character Education in Developing Countries". The results show that conditions that support character education, especially those related to moral character, discipline, work ethic, self-confidence, independence can be influenced by 1) Modeling; 2) the education system is liberating and fun; 3) boarding school system; 4) Cooperative Learning model; 5) intelligent, humanist and religious teachers; and 6) Communication. The description of fathurahman's research clearly shows that schools in this case have a great influence in shaping student disciplinary attitudes.<sup>7</sup>

The attitude of discipline in question is the development of obedience and obedience to existing rules and regulations will be able to control himself and his own mental attitude based on the encouragement and awareness that appears in the person. Being obedient and orderly can be inherent and become habitual to form consciousness by itself in doing something (Albertus, 2012: 188; Aqib & Sujak, 2011: 6).<sup>1,3</sup>

Therefore, the school should cooperate with other factors that can realize the optimal discipline attitude that will be the character of students without any element of coercion.

**CONCLUSION:**

1. School culture has a significant influence on students' discipline attitude MAN 3 Palembang.
2. Classroom climate gives a significant influence on students' discipline attitude MAN 3 Palembang.
3. Boarding school program gives a significant influence on students' discipline attitude MAN 3 Palembang.
4. School culture, classroom climate and boarding school programs have a significant influence on students' discipline attitude MAN 3 Palembang. This is indicated by the results of the regression test.

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